

Grade One

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

Knowledge and Skills

Standard of Learning

- 1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include:
- a) the cardiovascular system;

Understanding the Standard

The student will identify and understand the importance and function of the cardiovascular system.

Essential Knowledge and Skills.

The student will:

- explain the location and function of the heart. (it is a pump in the center of your chest about the size of your fist and it pumps blood to the whole body)
- describe the function of the blood vessels. (blood travels through your body in blood vessels which are small tubes that take food and oxygen to your body parts)
- describe the function of red blood cells. (these tiny cells carry oxygen to your body parts)
- describe the function of white blood cells. (these tiny cells get rid of any germs that get into your body)
- explain how exercise affects the heart. (when you exercise your heart beats faster to get red blood cells carrying oxygen to your muscles – when your heart beats faster you are also making your heart muscle stronger)
- describe the function of the circulatory system. (your blood vessels carry blood to and from your heart and your body parts)

Instructional Resources

- The American Heart Association – Heart Power Kits and Heart Smart – “How Does the Heart Work?” – “What Does the Heart Do?” – <http://www.americanheart.org>
- “All About the Heart” – My Body – Heart - <http://www.kidshealth.org>
- PE Central – <http://www.pecentral.org>
- “Body Works” from The Learning Company – CD-Rom
- “My Amazing Human Body” from DK Multimedia- CD-Rom
- Heart Smart
- The Heart of Good Health – <http://members.aol.com/youthfitness>
- Teaching Children About Health, A Multidisciplinary Approach, edited by Estelle Weinstein and Efrem Rosen, 1999, Morton Publishing Company – “The Human Body and Its Development”
- <http://www.healthteacher.com>
- Cardiovascular System – <http://yucky.kids.discovery.com>

Assessment Ideas

The student will:

- help a partner trace his/her body on a large piece of paper and draw the location of the heart and the blood vessels.
- run 50 yards and place their hands over their hearts to feel their heart beat.

- learn how to count their pulse.

Knowledge and Skills First Grade

Standard of Learning

- 1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include:
- b) the digestive system;

Understanding the Standard

The student will identify and understand the importance and function of the digestive system.

Essential Knowledge and Skills

The student will:

- describe the function of the mouth, teeth, and tongue. (you put food in your mouth, your teeth chew the food to soften it, and then your tongue helps you swallow the food)
- explain the function of the stomach. (a body part that helps break down the food even more so your body can use the food as fuel)
- describe the function of the digestive system. (to transform food into energy so your body can work and grow)

Instructional Resources

- “The Real Deal on the Digestive System” – My Body – Digestive System - <http://www.kidshealth.org>
- “Body Works” from The Learning Company – CD-ROM
- “My Amazing Human Body” from DK Multimedia – CD-ROM
- The Magic School Bus series on the body
- Human Anatomy – <http://www.innerbody.com>
- The Science Net Links; ArtsEdge – <http://www.marcopolo.world.com>
- Teaching Children About Health, A Multidisciplinary Approach – “The Human Body and Its Development”
- Digestive System – <http://yucky.kids.discovery.com/noflash/body/pg000124.html>

Assessment Ideas

The student will:

- trace a partner’s body on bulletin board paper and diagram the parts of the digestive system where food is broken down into nutrients.
- using a worksheet, identify parts of the digestive system and explain what each part does.

Knowledge and Skills First Grade

Standard of Learning

- 1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include:
- c) the skeletal system;

Understanding the Standard

The student will understand the importance and function of the skeletal system.

Essential Knowledge and Skills

The student will:

- describe the function of the skeletal system. (the 206 bones in your body give your body support and shape)
- describe the skull. (they are the 22 bones in your head and face that protect your brain)
- describe the ribs. (the 12 pairs of ribs protect your heart and lungs and support your shoulders and arms)
- describe the spine. (26 vertebrae make up your backbone which supports the body and head)
- identify the leg bones. (there is one bone in the upper leg – the thigh bone is the largest bone in your body – and there are two bones in your lower leg)
- identify the arm bones. (there is one bone above the elbow and two bones below the elbow)
- describe the hand, wrist, feet, and ankle bones. (there are 24 bones that make up the hand, 8 bones in the wrist, and 12 bones in your foot and ankle)
- describe the function of the skeletal system and why it is so important. (protects your organs, gives your body shape and support, and along with your muscles, allows you to move)

Instructional Resources

- “The Big Story on Bones,” “My Body” and “Bones” – <http://www.kidshealth.org>
- “Body Works” from The Learning Company – CD-ROM
- “My Amazing Human Body” from DK Multimedia – CD-ROM
- <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “The Human Body and Its Development”
- Marco Polo – Science Net Links and ArtsEdge – <http://www.MarcoPolo.world.com>
- Human Anatomy – <http://www.innerbody.com>
- Skeleton System – <http://yucky.kids.discovery.com/noflash/body/pg000124.html>

Assessment Ideas

The student will:

- trace a classmate's body on bulletin board paper and diagram the location of the bones that make up the skeletal system.
- using pictures of the bone groups, (skull, rib cage, pelvis, arms, and legs) assemble a human skeleton.

Knowledge and Skills First Grade

Standard of Learning

- 1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include:
- d) the muscular system;

Understanding the Standard

The student will identify and understand the importance and function of the muscular system.

Essential Knowledge and Skills

The student will:

- identify how many muscles are in the body. (over 630 muscles)
- explain the function of the muscles. (they are connected to bones and allow you to move; muscles cannot push, they pull, and they work in pairs to pull in opposite directions so you can wiggle your finger and extend or bend your arm)
- identify the muscular system. (all the muscles in your body – your heart muscle pumps your blood, your leg muscles help you move, etc.)
- describe why exercise is important for the muscular system. (it makes your muscles stronger so you can run faster and longer, jump higher, and throw farther)
- identify the busiest muscles in the body. (the eye muscles)

Instructional Resources

- “Your Multi-Talented Muscles,” “My Body,” and “Muscles” – <http://www.kidshealth.org>
- “Body Works” from The Learning Company – CD-ROM
- “My Amazing Human Body” from DK Multimedia – CD-ROM
- American Heart Association – HeartPower Level K-2 – <http://www.americanheart.org> – 1-800 AHA-USA1
- Human Anatomy – <http://www.innerbody.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “The Human Body and Its Development”
- Muscular System – <http://yucky.kids.discovery.com/noflash/body/pg000124.html>
- How to Stretch – http://www.enteract.com/~bradapp/docs/rec/stretching/stretching_5

Assessment Ideas

The student will:

- explain what muscles do.
- identify different muscles in the body.
- demonstrate ways to increase muscle strength and flexibility in their arms, trunk, and legs.

Knowledge and Skills First Grade

Standard of Learning

- 1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include:
- e) the nervous system.

Understanding the Standard

The student will identify and understand the importance and function of the nervous system.

Essential Knowledge and Skills

The student will:

- list the parts of the nervous system. (brain, spinal cord, and nerves)
- explain the function of:
 - the brain. (uses information it receives from your nerves to coordinate all of your actions and reactions)
 - the nerves. (carry messages to your brain about what you hear, see, smell, taste, or feel)
 - the spinal cord. (allows messages to go back and forth between your brain and the rest of your body and tells your muscles when to move)
 - the nervous system. (controls all your body actions)

Instructional Resources

- “The Brain is the Boss,” “My Body,” and “Brain” – <http://www.kidshealth.org>
- “Body Works” from The Learning Company – CD-ROM
- “My Amazing Human Body” from DK Multimedia – CD-ROM
- Human Anatomy – <http://www.innerbody.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “The Human Body and Its Development”
- Nervous System – <http://yucky.kids.discovery.com/noflash/body/pg000124.html>

Assessment Ideas

The student will:

- trace his or her body on bulletin board paper with a partner and diagram the nervous system.
- discuss the function of each part of the nervous system.

Knowledge and Skills First Grade

Standard of Learning

- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
- a) personal hygiene, including care of one's teeth;

Understanding the Standard

The student will understand that to prevent illness their body, teeth, and clothing need to be kept clean.

Essential Knowledge and Skills

The student will:

- define a germ. (a tiny living thing that can make you sick)
- explain how germs are spread. (germs are on things you touch and if they get in your body they can make you sick)
- describe good hygiene. (to keep your body, teeth, and clothing clean)
- discuss why hand washing is so important. (washing your hands often washes away the germs)
- understand the importance of brushing teeth. (brushing at least twice a day prevents cavities – a hole in a tooth)
- explain why flossing is so important. (to remove food and germs from between your teeth)
- determine how often one should have dental check-ups. (every six months)

Instructional Resources

- Review hygiene in K.2b
- American Dental Association – <http://www.ada.org>
- February is National Children's Dental Health Month.
- Community Resources – Local Dentist or Dental Hygienist
- "Brushing Teeth," "Flossing Teeth," and "Covering Sneezing and Coughing" – <http://www.healthteacher.com>
- The Tooth Sleuths – <http://www.oralb.com/teaching/lessons/5>
- Disease Detective – <http://www.bam.gov>
- Colgate Bright Smiles, Bright Futures – http://www.colgatebsbf.com/kids_login.asp
- Dental Health – <http://kidshealth.org/kid>

Assessment Ideas

The student will:

- demonstrate how to properly brush and floss teeth.
- demonstrate how to properly wash hands.
- keep a one-week check-list on personal hygiene practices.

Knowledge and Skills First Grade

Standard of Learning

- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
- b) personal safety behaviors;

Understanding the Standard

The student will describe the need for and the importance of personal safety behaviors.

Essential Knowledge and Skills

The student will:

- describe a safety rule. (a rule that keeps you safe)
- list examples of safety rules:
 - at home;
 - at school;
 - during bad weather;
 - to prevent a fire;
 - in the kitchen;
 - when you ride a bike;
 - when you ride in a car;
 - on the bus; and
 - on the playground.
- describe personal safety behaviors. (following safety rules)
- list different types of poisons. (household cleaning chemicals, bug sprays, etc., that can harm your brain and body if you put them in your mouth)

Instructional Resources

- Review K.3a-c
- Community Resources
- “Bike Smart! Virginia” – Virginia Departments of Education and Health
- “Pirate Pete” – Playground Video – Department of Health
- “Be Safe” – <http://www.healthteacher.com>
- Injury prevention – <http://www.cdc.gov>
- Watch Out – <http://kidshealth.org/kid/watch>
- National Highway Safety Administration – <http://www.nhtsa.dot.gov>
- Risk Watch – <http://www.riskwatch.org>

Assessment Ideas

The student will:

- identify safety behaviors they currently use to protect themselves.
- keep a record for a one- or two-week period of their safety behaviors.

Knowledge and Skills First Grade

Standard of Learning

- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
- c) the harmful effects of misusing medicines and drugs;

Understanding the Standard

The student will understand that misusing medicines and drugs can be harmful.

Essential Knowledge and Skills

The student will:

- define a drug. (something that changes the way your mind or body works)
- explain the function of medicines. (drugs used to treat an illness or injury)
- define over-the-counter medicines. (a medicine that you can buy without a doctor giving you a prescription)
- identify rules for the safe use of medicine. (take medicine only with permission from a trusted adult and follow the instructions on the medicine labels)
- describe why drugs are harmful if misused. (too much medicine can turn into a harmful poison in the body and if that happens you should tell an adult and call 9-1-1)
- describe Mr. Yuck Stickers.

Instructional Resources

- Review K.1b
- School Health Nurse
- The Poison Control Center – (800) 222-1222
- “Safe Use of Medicines” – <http://www.healthteacher.com>
- Safe Use of Medicines – <http://www.aoa.dhhs.gov/aoa/pages/agepages/medicine.html>
- Drug and Violence Prevention – <http://dave.esc4.net>

Assessment Ideas

The student will:

- explain how medicines help people.
- create a set of safety rules for taking medicines.
- develop an emergency plan for a friend who has taken too much medicine.

Knowledge and Skills First Grade

Standard of Learning

- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
- d) sleep habits;

Understanding the Standard

The student will understand the importance of getting enough sleep for good health and growth and development.

Essential Knowledge and Skills

The student will:

- describe why sleep is important. (sleep helps your bones and muscles grow and allows you to be alert to do well at school)
- describe the amount of sleep you need to promote good health. (between eight and 10 hours each night)
- identify what happens when you do not get enough sleep. (you will feel tired because you have less energy and you may get sick)

Instructional Resources

- What Sleep Is and Why Kids Need It – http://kidshealth.org/kid/stay_healthy/body/not_tired_p2.html
- Why Do I Need to Sleep? – <http://www.kidshealth.org>
- PBS TeacherSource – <http://www.pbs.org/teachersource/health.htm>
- Health Kids – <http://www.americanbaby.com/hk/CDA/homepage>

Assessment Ideas

The student will:

- keep a log of their sleep habits.
- provide ways they can get enough sleep.
- interview other people about their sleep habits and why sleep is important.

Knowledge and Skills First Grade

Standard of Learning

- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
- e) physical activity and healthy entertainment;

Understanding the Standard

The student will describe the benefits of physical activity and a healthy lifestyle.

Essential Knowledge and Skills

The student will:

- define physical activity. (moving all your muscles)
- define fitness. (having strong muscles so you do not tire easily)
- describe why one needs physical activity. (to feel good and do well in school)
- list some fun physical activities.

Instructional Resources

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make lifelong healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

HeartPower

Grades K-2

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based lessons and handouts.

- What is the Heart? – lesson idea
- What Does the Heart Do? – lesson idea
- How Does the Heart Work? – lesson idea
- Why Do We Eat food? – lesson idea (role of nutrients in food)
- Choosing Healthful Foods – lesson idea (encourages children to eat a variety of healthy foods and plan healthy meals)
- “Gimme 5” – lesson idea (encourages children to eat a variety of healthy foods)
- What is Smoking? – lesson idea
- How Does Physical Activity Help Your Body? – lesson idea (physical activity helps your body grow strong and stay healthy)
- How Muscles Work – activity sheet
- Follow the Blood – activity sheet

- What Foods Do You Need? – activity sheet
- Making Healthful Choices – activity sheet
- Fruits and Vegetables – activity sheet
- Activities for the Heart – activity sheet
- “Take a Look Inside of You” – visual quick activity

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

The SPARK Programs (Sports, Play and Active Recreation in Kids)

Grades preK-8

*Evaluated program with mixed results

Program to increase physical activity within and outside of school. Includes materials for PE and non-PE teachers. Special teacher training required.

Sponsor: San Diego University

Email: spark@sparkpe.org

+Cost

Take 10!

Grades K-5

*Evaluated program

Yearlong classroom-based physical activity program. Students do 10 minutes of moderate to vigorous physical activities throughout the day. No special equipment or space needed.

Students track activity. Materials include activity cards, student worksheets (sorted by curriculum), teacher resources, posters, stickers, teacher video, and evaluation tools.

Sponsor: International Life Sciences Institute

<http://www.take10.net/funforstudents.asp>

+Cost

Instructional Lessons

Go The Extra Mile

Grades K-4

Students become the physical trainers for their parents. Goal is for each student to log one mile a day.

Five-week program

Sponsor: CDC Funded

Email: jon.hisgen@dpi.state.wi.us

Additional Instructional Resources

- Review K.1d
- American Heart Association – Jump Ropes for Heart (fund-raising activity for AHA-elementary schools) – <http://www.americanheart.org>
- Fit4Life – “Get With the Plan” – <http://www.bam.gov>
- “Fitness” from Brain Pop – <http://www.brainpop.com> (this can be modified for younger children)
- “Good for Your Heart” – <http://www.healthteacher.com>
- I Don’t Like Sports, So How Do I Stay Fit? – <http://www.kidshealth.org>
- “Let’s Get Physical” – <http://www.healthteacher.com>

- Let's Get Moving Unit – Family Fitness – <http://commtechlab.msu.edu/sites/letsnet/noframes/sibjects/health/b8u413.html> (note: this is for upper-elementary students, but can be modified for younger children)
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- Presidential Challenge – <http://www.fitness.gov>

Assessment Ideas

The student will:

- identify healthful physical activity pictures in magazines.
- explain how to improve physical fitness.
- keep a class list or chart of physical activities.
- draw pictures of favorite physical activities.

Knowledge and Skills First Grade

Standard of Learning

- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include:
- f) proper nutrition.

Understanding the Standard

The student will know the importance of proper nutrition and identify foods that are good sources of energy.

Essential Knowledge and Skills

The student will:

- describe why proper nutrition is important. (food provides energy for the brain to think and the body to move and grow)
- identify the groups of foods that makes up the food guide pyramid:
 - breads, cereal, rice, and pasta group;
 - fruit group;
 - vegetable group;
 - milk, yogurt, and cheese group;
 - meat, poultry, fish, dry beans, eggs, and nut group; and
 - fats, oils and sweets located at the top of the pyramid are not considered a food group
- describe a healthy breakfast, lunch, and dinner. (eat different foods from each food group)
- describe healthy snacks.

Instructional Resources

Dole's Five A Day Lesson Plans

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

Contact: <http://www.dole5aday.com/index.jsp>

Free

Elementary Interdisciplinary Curriculum: Every Day, Lots of Ways (EDLOW)

Grades K-1: 5 A Day for Better Health (focus – 5 fruits and vegetables a day)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

http://www.pde.state.pa.us/food_nutrition/cwp

Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

Food Time

Grades 1-2

Activity based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

The Great Body Shop

Grades preK-6

*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

Health: Winning with Nutrition

Grades preK-2

Look at athletes and what they eat, use food pyramid, taste various foods, and play quiz games.

Sponsor: PBS

Covers one class period but format may be used multiple times to teach new concepts about nutrition and healthy eating, with additional topics included.

<http://www.pbs.org/teachersource/prek2/issues/pflesson/health.shtm>

Free

HeartPower

Grades K-2

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based lessons and handouts.

- What is the Heart? – lesson idea
- What Does the Heart Do? – lesson idea
- How Does the Heart Work? – lesson idea
- Why Do We Eat Food? – lesson idea (role of nutrients in food.)
- Choosing Healthful Foods – lesson idea (encourages children to eat a variety of healthy foods and plan healthy meals)
- “Gimme 5” – lesson idea (encourages children to eat a variety of healthy foods)
- What is Smoking? – lesson idea
- How Does Physical Activity Help Your Body? – lesson idea (physical activity helps your body grow strong and stay healthy)
- How Muscles Work – activity sheet
- Follow the Blood – activity sheet
- What Foods Do You Need? – activity sheet
- Making Healthful Choices – activity sheet

- Fruits and Vegetables – activity sheet
- Activities for the Heart – activity sheet
- “Take a Look Inside of You” – visual quick activity

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

Instructional Lessons

Breakfast, Lunch, and Dinner with Gregory

Grades K-2

Create a nutritious breakfast, lunch, and dinner, and feed Gregory the goat.

Sponsor: Ask ERIC Lesson Plan

Three class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Eating a Balanced Dinner

Grade 1

Importance of eating a balanced dinner.

Sponsor: Georgia State University

Individual lesson plan

<http://www.gsu.edu/~wwwche/lessons.htm>

Free

Healthy Eating

Grades K-3

Use newspaper ads to create healthy menus students would eat.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

Mission Nutrition

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity.

Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

http://www.missionnutrition.ca/english/teachers/teachers_home.asp

Free

Additional Instructional Resources

- Review K.1a
- “Figuring Out Food Labels” – http://www.kidshealth.org/kid/stay_healthy/food/labels.html
- “Food Guide Pyramid” – <http://www.healthteacher.com>
- “The Food Guide Pyramid” – <http://www.kidshealth.org>
- Food Guide Pyramid for Young Children – <http://www.cnpp.usda.gov>
- “Let’s Get Cooking” – <http://www.healthteacher.com>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- National Dairy Council – <http://www.nutritionexplorations.org>
- U are What U Eat – <http://www.pecentral.org>

- When Snack Attacks Strike – <http://www.kidshealth.org>

Assessment Ideas

The student will:

- identify on a worksheet of the food groups on the food guide pyramid.
- describe healthy snacks.
- plan a healthy breakfast.
- identify a healthy snack or meal from a list of food items or pictures.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- a) bus and automobile safety;

Understanding the Standard

The student will demonstrate bus and automobile safety knowledge and skills.

Essential Knowledge and Skills

The student will:

- identify car safety rules. (lock doors to keep strangers out, fasten seatbelts, use booster seats, sit in the back seat, etc.)
- describe bus safety rules. (stay seated while the bus is moving, follow the bus driver's directions, keep your book bag out of the aisle, etc.)
- identify why safety rules are important.
- describe the importance of wearing seatbelts.

Instructional Resources

- Refer to K.6 SOL for Additional Information.
- “Wear Your Safety Belt” – <http://www.healthteacher.com>
- “Riding in the Back Seat” – <http://www.healthteacher.com>
- Community Resource Officer or Local Police Department
- Safety City – <http://www.nhsta.dot.gov/kids>
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- participate in a school bus evacuation drill.
- draw an automobile safety picture.
- demonstrate how to use a seat belt correctly.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- b) pedestrian safety;

Understanding the Standard

The student will identify and demonstrate pedestrian safety knowledge and skills.

Essential Knowledge and Skills

The student will:

- define a pedestrian.
- describe pedestrian safety rules while walking on public roadways. (walk facing traffic, cross at intersections, look both ways before crossing the street, cross with the light, etc.)
- describe crossing guards, police, or pedestrian signs and signals.

Instructional Resources

- Refer to K.6 SOL for Additional Information.
- Safety Patrol and School Crossing Guards.
- “Crossing Guard” – <http://www.healthteacher.com/lessonguides/k-1>
- AAA
- School Resource Officer
- Safety City – <http://www.nhsta.dot.gov/kids>
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- participate in a pedestrian rodeo.
- draw a picture of pedestrians walking and crossing a roadway safely.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- c) playground safety;

Understanding the Standard

The student will understand the need for rules and safe practices to promote playground safety.

Essential Knowledge and Skills

The student will:

- identify the importance of playground safety.
- describe playground safety rules.
- identify unsafe situations or behaviors on the playground that may lead to injury.

Instructional Resources

- Refer to K.6 SOL for Additional Information.
- The National Program for Playground Safety – <http://www.uni.edu/playground>
- School or School Districts' Playground Manuals
- "Pirate Pete" Playground Safety Video – Department of Health.
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- develop a set of playground safety rules.
- create playground safety posters.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- d) fire safety;

Understanding the Standard

The student will learn the importance of fire safety and having a fire safety plan.

Essential Knowledge and Skills

The student will:

- identify the dangers of fire.
- describe the steps to take if a fire breaks out in your home. (yell, call 9-1-1, stay low to the floor, touch the door before opening it, have a meeting place, do not hide in the house, have an escape plan and practice it, etc.)
- identify the importance of having a fire safety plan at home and at school.
- determine escape routes and a class meeting place after leaving the building.
- identify the importance of smoke alarms and fire extinguishers.

Instructional Resources

- Refer to K.6 SOL for Additional Information.
- “Fire Safety: Getting Help” – <http://www.healthteacher.com>
- Local fire departments (October is Fire Safety Month)
- Riskwatch NFPA Curriculum
- <http://healthteacher.com>
- Jr. Firefighter Activity Sheets – <http://www.accentpub.com/jrfire.html>
- In Case of Fire Activity Sheet – <http://www.redcross-cmd.org/Chapter/colot1.html>
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- draw floor plans of their homes with the help of their family and plan fire escape routes and a family meeting place.
- practice a fire drill.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- e) home safety;

Understanding the Standard

The student will explain the importance of practicing safety behaviors at home.

Essential Knowledge and Skills

The student will:

- identify home safety rules. (do not stick objects in electrical outlets, do not play with household chemicals or matches, do not answer the phone or the door, do not leave toys on the stairs, do not take medicines without permission, do put toys away, etc.)
- identify why falls are a common accident in the home.
- describe fire and water safety rules.

Instructional Resources

- Refer to K.6 SOL for Additional Information.
- Community Resource Officer
- Safe Kids
- Safe America – <http://www.safeamerica.org> – Student Pledges, etc.
- Watch Out – <http://kidshealth.org/kid/watch>
- Riskwatch NFPA Curriculum
- <http://healthteacher.com>
- Jr. Firefighter Activity Sheets – <http://www.accentpub.com/jrfire.html>
- In Case of Fire Activity Sheet – <http://www.redcross-cmd.org/Chapter/colot1.html>
- American Red Cross – <http://www.redcross.org/services/hss/tips/healthtips/safetywater.html>
- Virginia Water Safety Coalition – <http://www.watersafety.org>

Assessment Ideas

The student will:

- complete a home safety inspection checklist with the help of a parent.
- create a safety pledge or a safety song.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- f) water safety;

Understanding the Standard

The student will understand the importance of water safety rules.

Essential Knowledge and Skills

The student will:

- identify rules for being safe around the pool, creek, pond, lake, river, and ocean. (adult supervision, life guard, proper use of life jacket, the buddy system, etc.)
- describe weather conditions that are dangerous when in the water. (lightning, high winds, heavy rain, etc.)
- identify rules for being safe while participating in recreational water sports. (skiing, boating, fishing, tubing, and jet skiing safety)
- determine why one should remain seated when a boat is moving.

Instructional Resources

- Refer to K.6 SOL for Additional Information.
- “Staying Safe Near the Water” – <http://www.healthteacher.com>
- “Buddy Systems” – <http://www.healthteacher.com>
- Virginia Department of Games and Inland Fisheries
- American Red Cross – <http://www.redcross.org/services/hss/tips/healthtips/safetywater.html>
- Coast Guard
- Virginia Water Safety Coalition – <http://www.watersafety.org>
- Safe Kids Organizations – <http://www.nsc.org>
- Injury Control Resource Information Network – <http://www.injurycontrol.com>
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- create a Water Safety Day.
- demonstrate the proper way to wear a life jacket (PFD).
- write a short story about why the buddy system is important.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- g) bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety;

Understanding the Standard

The student will be able to describe how to be safe when riding a bicycle, scooter, skateboard, or other non-motorized vehicle.

Essential Knowledge and Skills

The student will:

- identify bike safety rules.
- describe scooter safety rules.
- identify skateboard safety rules.
- describe how to fit and wear a helmet properly.
- identify safety equipment that helps to prevent injuries when using non-motorized vehicles. (helmet, wrist guards, elbows and knees joint padding, and proper footwear)
- identify safe areas to ride. (smooth surfaces, safe from traffic, adequate lighting, etc.)

Instructional Resources

- Refer to K.6 SOL for Additional Information
- “Bike Smart! Virginia” – Bicycle Safety Resource Book
- Local police departments
- Safe Kids Organizations – <http://www.safekids.org>
- Safety Advice from EMS “Bike Safety for Children”
- Bicycle Helmet Safety Institute – <http://www.helments.org>
- National Bicycle Safety Network – <http://www.cdc.gov/ncipc/bike/kids.htm>
- Safety City – <http://www.nhtsa.dot.gov/kids>
- American Red Cross – <http://www.redcross.org/services/hss/tips/healthtips/safetywater.html>
- Injury Control Resource Information Network – <http://www.injurycontrol.com>
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- participate in a Bike Rodeo.
- complete a worksheet where they circle the activity and match it with the proper safety equipment.
- create a non-motorized vehicle safety poster.

Knowledge and Skills First Grade

Standard of Learning

- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include:
- h) the need for protective gear.

Understanding the Standard

The student will identify and describe sports protective equipment that will help protect them from injury.

Essential Knowledge and Skills

The student will:

- identify bicycle, in-line skating, and skateboard safety protective gear.
- identify other sports equipment designed to protect you from getting hurt. (football helmet, catcher's mask, shin guards, mouth guard, life vest, etc.)
- describe why protective equipment should fit properly.

Instructional Resources

- Review 1.3g
- Refer to K.6 SOL for Additional Information
- "Safety Counts" – <http://www.healthteacher.com>
- Bicycle Helmet Safety Institute – <http://www.helments.org>
- National Bicycle Safety Network – <http://www.cdc.gov/ncipc/bike/kids.htm>
- Safety City – <http://www.nhtsa.dot.gov/kids>
- Watch Out – <http://kidshealth.org/kid/watch>

Assessment Ideas

The student will:

- complete a worksheet where they match the activity with the proper safety equipment.
- draw pictures of different sport safety equipment.

Knowledge and Skills First Grade

Standard of Learning

- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include:
- a) cooperation with others;

Understanding the Standard

The student will understand the importance of cooperating and getting along with others.

Essential Knowledge and Skills

The student will:

- define cooperation. (to work together toward a goal)
- describe why getting along with others is important. (to have friends)
- identify ways you get along with your friends and classmates. (show your friends you care, take turns with your friends, share, etc.)
- describe how cooperation can help you complete an assignment or task. (it is easier to reach a common goal if you cooperate and work together with others)

Instructional Resources

- Refer to SOL 1.6 for Additional Information
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Mental Health”
- <http://www.healthteacher.com> – “Resolving Conflicts,” “Respect,” and “Conflict Resolution”
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Dealing with Feelings – <http://kidshealth.org/kid/feeling/index.html>
- Cooperation Lesson Plans – <http://www.atozteacherstuff.com/lessons/GroupCooperation.shtml>

Assessment Ideas

The student will:

- role-play working together to reach a common goal.
- review the conduct section on the report card.

Knowledge and Skills First Grade

Standard of Learning

- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include:
- b) adaptation to change;

Understanding the Standard

The student will understand that being able to adjust to change is an important skill.

Essential Knowledge and Skills

The student will:

- define change. (you get used to something being one way but then you must adjust and do things in a new way)
- describe why the ability to change is important. (because many things change – rules, schedules, etc.)
- identify why people change their mind.
- describe how to cope with change:
 - be patient, it takes time to get used to change;
 - accept the change; and
 - talk about the change and how you are going to adapt to doing things a different way.

Instructional Resources

- “Family Changes” – <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- Coping with Change – <http://homepages.ihug.com.au/~medeth/change.htm>
- Welcome to Your School! – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessment Ideas

The student will:

- identify changes that have occurred at school during the week and how they handled these changes.
- describe changes that have occurred at home during the week and how they handled these changes.

Knowledge and Skills First Grade

Standard of Learning

- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include:
- c) expression of ideas and thoughts to create positive relationships;

Understanding the Standard

The student will understand how to express ideas and thoughts to create positive relationships.

Essential Knowledge and Skills

The student will:

- describe how to be friendly. (to be nice, helpful, polite, say hello, or smile at someone)
- define feelings. (the way you feel inside)
- identify how to respond if someone hurts your feelings. (you can talk to the person or write about your feelings)
- describe I-messages. (a healthful way to say or write about your feelings)

Instructional Resources

- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Mental Health”
- “Positive Self Image” – “Feelings” – <http://www.healthteacher.com>
- The Friends and Friendship Web – <http://www.cyberparent.com/friendship>
- Cooperative Communication Skills – <http://www.coopcomm.org>

Assessment Ideas

The student will:

- role-play I-messages about the following situations:
 - someone cuts in line;
 - someone pushes you; and
 - someone takes something from you.
- read a story about sharing feelings in healthful ways with friends.

Knowledge and Skills First Grade

Standard of Learning

- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include:
- d) the differences between positive and negative emotions.

Understanding the Standard

The student will understand the difference between negative and positive emotions.

Essential Knowledge and Skills

The student will:

- describe positive emotions. (happy, safe, loved, etc.)
- explain negative emotions. (scared, angry, sad, etc.)
- explain how emotions can be expressed in good ways. (say something nice, write a letter of thanks, etc.)
- determine how emotions can be expressed in bad ways. (break something, fight, etc.)

Instructional Resources

- Review K.2 a
- Teaching Children About Health. A Multidisciplinary Approach – <http://www.morton-pub.com> – “Mental Health”
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Emotions/Feelings – <http://joyandpeace.com/Bi/Em/Emotions.htm>
- Marvelous Me – <http://www.uen.org/Lessonplan/LPview?core=7>

Assessment Ideas

The student will:

- create posters of people’s faces with a variety of expressions and have them identify the emotions.
- make up a story about a person in the poster. Ask for suggestions as to why the person may feel happy or how to make that person feel better, less angry, etc.

Information Access and Use First Grade

Standard of Learning

- 1.5 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include:
- a) the roles of community health care professionals;

Understanding the Standard

The student will identify and describe the role of health care providers.

Essential Knowledge and Skills

The student will:

- identify community health care professionals. (emergency medical technicians, public health doctors and nurses, etc.)
- explain the role of community health care professionals. (counselors help individuals and families communicate better with one another, public health doctors or nurses give you vaccines, etc.)

Instructional Resources

- <http://www.healthfinder.gov/healthcare>
- <http://www.youthhealth.com>
- <http://www.aap.org>
- FEMA for Kids
- AAHPERD
- For Health Care Professionals – <http://www.childrens-mercy.org/main-med-prof.asp>
- WebMD – <http://www.webmd.com>

Assessment ideas

The student will:

- list at least three health care providers that help people live healthy lives.
- explain the role of three community health care professions.

Information Access and Use First Grade

Standard of Learning

- 1.5 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include:
- b) the purpose of community health care agencies.

Understanding the Standard

The student will identify and describe the role of community health care agencies.

Essential Knowledge and Skills

The student will identify health care agencies and describe what services they provide.

- ambulance services – transport people with medical needs.
- police department – help if you are lost, hurt, etc.
- fire department – put out fires or help people who are in a car accident.
- health department – provides general health care services.
- social services – provides housing, food, etc.
- mental health services – helps with emotional and other mental health needs.
- local hospitals – provide emergency and long-term care.
- emergency medical services – help if you are injured or sick.

Instructional Resources

- <http://www.youthhealth.com>
- <http://www.aap.org>
- FEMA for Kids
- Emergency Services
- Health Department
- Fire Department
- Police Department
- Hospital
- For Health Care Professionals – <http://www.childrens-mercy.org/main-med-prof.asp>
- WebMD – <http://www.webmd.com>
- Community Agencies – http://www.asl.emich.edu/comm_agencies/comm_agencies.html

Assessment Ideas

The student will:

- identify two health care agencies that helps people live healthier lives.
- describe the role of a community health care agency.

Community Health and Wellness First Grade

Standard of Learning

- 1.6 The student will demonstrate responsible personal and social behaviors in the school community. Key concepts/skills include:
- a) cooperative behavior;
 - b) respect for others;
 - c) adherence to school rules;
 - d) acceptance of responsibility;
 - e) respect for the property of others.

Understanding the Standard

The student will demonstrate how to get along with others, follow the rules, accept responsibly and show respect.

Essential Knowledge and Skills

The student will:

- list acceptable behaviors that enhance the student's ability to work and play with others.
- describe cooperative behavior. (to work and play together)
- explain respect for others. (everyone is valuable)
- list school rules. (defined by school division's code of conduct)
- define responsibility. (something you are expected to do)
- explain respect for property of others. (valuing other people's belongings)
- describe how to earn respect. (through integrity, humility, dependability, generosity, having priorities, etc.)

Instructional Resources

- Character Education programs
- "Respect for Self and Others," "Friends," and "Positive Self Image" – <http://www.healthteacher.com>
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – "Mental Health"
- Respect for Others – <http://www.bismarck.k12.nd.us/valuesinfo.htm>
- Eclectic Short Stories, Poems and Sayings on Respect for Others, and Self Esteem – <http://construct.haifa.ac.il/~zlinn/respect.htm>

Assessment ideas

The student will:

- role-play different positive interpersonal behaviors.
- list and explain why there are school rules.
- explain respect for others.

Community Health and Wellness

First Grade

Standard of Learning

- 1.7 The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include:
- a) the proper disposal of trash;
 - b) the prevention of water pollution;
 - c) the effects of pollution on drinking water and marine life;
 - d) water conservation.

Understanding the Standard

The student will identify items that can be recycled, how to recycle, reduce, and reuse items at school and at home, how to save water, and how litter harms the land and water.

Essential Knowledge and Skills

The student will:

- define environment. (everything around you)
- explain recycle, reuse, and reduce. (The three “R’s” – you can recycle paper, glass, and cans – you can reuse something by using it again – and you can reduce how much of something you use)
- define pollution. (anything that harms the air, water, or land)
- explain how to conserve. (to use less of)
- define litter. (trash on the ground or in the water)
- describe how to keep your environment clean. (proper disposal of trash)
- identify how to stop pollution.
- list ways to conserve water:
 - turn off the water when you brush your teeth;
 - take showers instead of baths;
 - put a pitcher of water in the refrigerator instead of running the tap;
 - limit the running of sprinklers;
 - limit the amount of water while washing a car; and
 - do not run the dishwasher half full.

Instructional Resources

- “Environmental and Community Health” – <http://www.healthteacher.com>
- National Institute of Environmental Health Sciences – <http://www.niehs.nih.gov>
- National Center for Environmental Health – <http://www.cdc.gov/nceh>

Assessment ideas

The student will:

- create a picnic lunch and discuss how to dispose of the trash.
- make drawings and bumper stickers about one of the three “R’s”.
- sort the drawing and bumper stickers into each of the three “R’s” and explain why they placed them in each “R.”
- collect pictures of people disposing of trash properly, recycling, or conserving water.
- write a sentence to tell how each person is helping to stop pollution.